



IT'S ALL connected TO THE classroom



**Whole
Child**

**Digital
Learning**

**Quality
Personnel**

It's All Connected to the Classroom

For the 1.5 million young North Carolinians who attend public schools and public charter schools, success means many different things. For some, success means preparation to attend the nation's most competitive research universities. Other students are earning industry credentials before high school graduation for a head start on a career. Many students want to stay in North Carolina and attend one of its outstanding four-year colleges or universities. They can achieve this goal through a number of different paths including early college high school or a community college-to-university program or direct entry into a four-year college or university. Many other students are seeking technical skills to pursue a specific career or to open their own businesses someday. There is no one-size-fits-all approach that works for all North Carolina students.

The state continues to improve on many education indicators, but gaps remain among racial groups, students who are economically disadvantaged and those who are English language learners. Improved support to address students' individual needs may offer pathways to close or narrow those gaps. (To see all performance indicators, please visit the NC School Report Cards at <http://www.ncpublicschools.org/src/>.)

That's why the focus of North Carolina's K-12 education system over the next biennium is on customization to meet the individual needs of all students, recognizing that each has different interests, abilities, needs and dreams. During the next two years, North Carolina can better meet every student's needs by focusing on three priorities:

- a "whole child" approach to student support;
- digital learning; and
- quality educators in every school and classroom.

The work of strengthening education and improving opportunities for children and young people is never finished. The world and the economy continue to change. The skills that are essential also change in response to the larger world. Today, successful adults must learn and develop new skills throughout their lives. North Carolina's K-12 students – regardless of their career aspirations – need to prepare for lifelong learning, too. Our goal continues to be high school graduates who are ready for anything they want to do. All our efforts and resources must connect in the classroom to enhance teaching and learning.



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A Message from State Superintendent June Atkinson

This is my final biennial report to North Carolina General Assembly members and the citizens of North Carolina. As I end my third and final term as State Superintendent and cap my long career in public education, I see the scope of change that we have been through as a state and nation. Schools have adjusted to societal changes, to economic demands and to the academic changes required to help young people be successful. Schools mirror our society – its good qualities and its challenges – and adjust to help students capitalize on the opportunities ahead and overcome the challenges they face.

Our state's public schools and public charter schools have many successes. North Carolina's 2016 graduation rate is at its highest ever at 85.9 percent, and is higher than the nation's 83 percent graduation rate (based on 2014-15 graduates). More students indicate they are going on to post-secondary education with more than 80 percent planning to continue their education, according to the 2015 high school graduate intentions survey. Once students enter the community college or university system, fewer of them require remedial or developmental courses to prepare them for success. To achieve this type of success requires a relentless focus on the fundamentals that make a difference in student learning:

- strong content standards to guide teachers;
- quality preschool programs;
- a focus on early literacy and reading by the end of third grade;
- effective teacher preparation and ongoing professional development; and
- customization to meet student needs and interests.

The State Board of Education and Department of Public Instruction are committed to building on the success that has

already been accomplished and to moving public schools and public charter schools forward to higher achievement in the coming years. The 2017-19 expansion budget request included in this document is built on this commitment and to accomplish the most urgent and effective strategies. While there are many items that could have been included in the request, Board members identified the most critical needs in order to meet the Office of State Budget and Management's directive to limit requests to 2 percent of the public school fund.

Against this backdrop, there remain areas of concern that should be addressed. If they are not, there is great potential for these concerns to overtake the positive work underway. North Carolina's commitment to public schools has a strong and productive history that has moved our state forward from the 1930s Great Depression through many economic cycles including the Great Recession of 2008-09, societal changes and changes in academic expectations, not to mention a significant population expansion. Throughout these times, North Carolina had the advantage of a singular focus on one public school system serving more than 90 percent of North Carolina young people. Today, that system and singular focus is more fragmented.



Public charter schools, virtual charter schools, opportunity scholarships that send public funding to private schools, lab schools managed by the University of North Carolina system, and the new Achievement School District (ASD) are all in place now serving to divide our focus and our resources. Performance data from the public charter schools show that charters – like their traditional counterparts – are high performing, low performing and moderately performing. There is little substantial performance difference, but charter schools do adhere to the state’s accountability model and provide crucial performance information to the public. Opportunity scholarships provide some families with private school options but it is hard to know how successful students are in these schools since the accountability requirements are not comparable to public schools. The ASD launches fully in 2017, but has not proven successful in other states that have tried a similar approach in low-performing schools. How many systems of K-12 public education can North Carolina support? What is our level of commitment to public schools that share the mission of serving all children? What is the outcome if our commitment to traditional public schools fades? How would a lower level of commitment affect our state’s people and our state’s economic health? Those are important questions for the future and for future education leaders to address.

Another concern that has remained consistent over the decades, and continues to be a point of creative tension is the significant power vested in the North Carolina General Assembly that serves as a de facto “super board” for many concerns including K-12 education. While this level of involvement can be positive

and a safeguard for North Carolinians, it also can be intrusive and destructive to best educational practices. As the state moves forward to improve schools, lawmakers should allow the State Board of Education to make more decisions about key activities such as student testing, the school calendar, the formulas for determining school grades and how to spur innovations.

Lastly, a third major concern is centered on the teachers, principals and other educators who serve in our schools. Put simply, educators today are not respected adequately, despite their essential role. While our state has trimmed the number of educators and other adults serving in each school district, we also have weakened their support system, increased their responsibilities and allowed their pay to lag other states and other professions requiring similar preparation. Teachers and principals are second-guessed regularly by those who have spent little to no time in public school classrooms. They are blamed for complex problems caused by many factors outside of school. It is time to recognize that teachers and principals deserve professional respect and proper compensation for the important and challenging work they do.

Each month as State Superintendent, I have sat at the head of the State Board of Education meeting room alongside the Board Chairman. Behind us on the wall are the following words from North Carolina’s Constitution: “The people have a right to the privilege of education and it is the duty of the state to guard and maintain that right.” My deepest hope as I leave this role is that those who follow me will uphold that promise for the students of North Carolina.



June St. Clair Atkinson
State Superintendent





**Whole
Child**

Whole School, Whole Community, Whole Child

February in North Carolina is “Love the Bus” month, an opportunity for public school communities to say thank you to the school bus drivers who safely transport approximately 800,000 students to and from school each day and to highlight how school bus transportation is a safe and an environmentally-friendly way to get to school. During Love the Bus month in 2016, State Superintendent June Atkinson had the opportunity to ride the bus to Petree Elementary School in Winston-Salem where she met Londyn, a first grader who was a thoroughly enjoyable traveling companion on their ride to school. Londyn offered the State Superintendent fashion advice (ditch the eyeglasses) and shared many of the things she had learned so far. As the bus neared the school, Londyn asked if the Superintendent could visit her classroom and meet all her friends. Knowing she had a tight schedule at the school, the State Superintendent had to decline that invitation. As everyone got off the bus, Londyn asked Superintendent Atkinson to hold her lunch box and in the bustle of students heading into school, they were separated. At the end of her visit, State Superintendent Atkinson realized she still had Londyn’s lunch box, so she asked the principal to escort her to Londyn’s class to deliver her lunch box. When Atkinson arrived at the classroom, Londyn said, “Oh Ms. Atkinson, I knew you would come to my room!” So, Londyn proved herself a clever little girl who knew how to get the things she wanted, no matter what.

Londyn is just one of the 1.5 million public school students in North Carolina, and each of them has different talents, abilities and interests. Some students, like Londyn, are very capable of accessing what they need, but some of them are not. There is great promise in North Carolina young people. The job of educators, parents and responsible adults is to make sure all students receive the support they need so that they are able to prepare for success through high school graduation and beyond.

Students in North Carolina need a strong academic program, including career and technical education, global languages and the arts, as well as the core subjects, to prepare for adulthood. They also need supports to ensure that they have the best possibility for success.

In November 2016, after receiving a variety of information about child and youth health and well-being, the State Board of Education unanimously approved a resolution adopting a framework for supporting the coordination of services that children and youth need to succeed in school. The *Whole School, Whole Community, Whole Child* framework is aimed at ensuring access to services that students and their families need to compensate for poverty and its effects, and to improve student health and safety. While this approach draws on services beyond schools' core activities focusing on teaching and learning, there are promising opportunities for schools to coordinate with other government agencies, non-governmental organizations and various service providers to more comprehensively support children and youth.

The *Whole Child* model is being organized by the Board's Whole Child NC Committee, formerly known as the NC State Board Interagency Committee, which began its work in the fall.

This approach acknowledges the difficulties many students bring to school and provides a framework to better support students so that they are able to focus their energies on learning and teachers are able to spend more of their time teaching.

School leaders from Avery, Caldwell and Watauga counties outlined to the Board in October their successes in forging ties with local agencies to ensure that the needs of students are met. The school districts in all three counties are drawing on resources from health and mental health agencies, as well as other organizations that work with families and children, to help fill gaps that schools alone are unable to fill. This type of approach could be replicated and strengthened statewide and among local districts to benefit students.



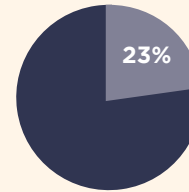
2015 NAEP*
4th Grade Reading



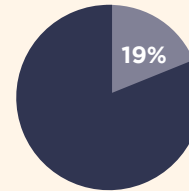
2015 NAEP*
4th Grade Math



2015 NAEP*
4th Grade Science

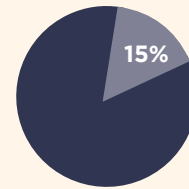


23% of NC children and families are below the federal poverty level



19% of NC children (ages 2-17) with 1 or more emotional, behavioral or developmental conditions

2011-12, NATIONAL SURVEY OF CHILDREN'S HEALTH, CDC.



15% of children who are not in excellent or very good health

2011-12, NATIONAL SURVEY OF CHILDREN'S HEALTH, CDC.

2015 NAEP*
8th Grade Reading



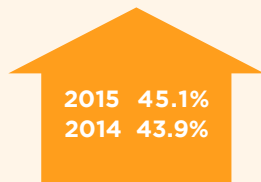
2015 NAEP*
8th Grade Math



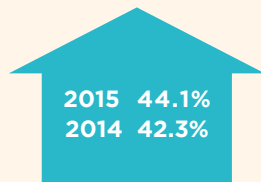
2015 NAEP*
8th Grade Science



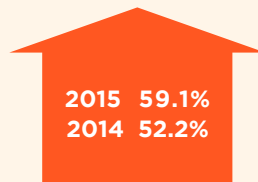
% Proficient Reading
EOG, Grades 3-8



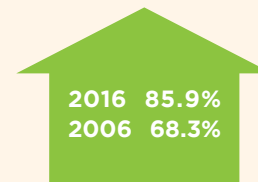
% Proficient Math
EOG, Grades 3-8



% Proficient Science
EOG, Grades 3-8



4-Year Cohort
Graduation Rate
2006-2016



% Enrolled in Community College
Developmental Courses, 2010-15



* Arrows indicate changes from previous year.

Digital Learning & **HOME BASE™**

Parents of school-age children in North Carolina have been adding a new word to their vocabulary: PowerSchool.

Until three years ago, most parents lacked easy access to real-time information about their children's grades in school and attendance. Now, that hurdle has been cleared and parents can log in to the online PowerSchool application as a key source to help keep abreast of their children's education. On typical school days in 2015-16, an average of 307,000 parents logged into the parent portal and another 200,000 logged into the mobile application. In a single week in spring 2016, more than 450,000 parents and students accessed the secure portals, providing yet another approach to strengthen parent engagement.

PowerSchool, the state's student information system, is at the heart of Home Base, a suite of digital classroom tools and instructional resources launched in 2013 to serve teachers and administrators and also students and parents. Under the previous student information system, only 20 of North Carolina's 115 public school districts provided parents with an online "portal" to view the latest information about grades and attendance for their children. Now, all districts are using the PowerSchool parent portal with at least some of their students.

From the start, Home Base was envisioned as a way to harness digital technology to improve teaching and learning for all teachers and students in North Carolina. The Department of Public Instruction contracted with PowerSchool, then owned by Pearson Education, to develop the nation's first statewide and integrated classroom and reporting application – serving the state's approximately 1.5 million students and nearly 100,000 educators.

North Carolina's Home Base approach is seen by other education agencies as a model design that effectively knits together a robust student information system, through PowerSchool, with an instructional improvement system and an assessment and reporting platform to streamline processes and school – all of which are aimed at simplifying reporting and strengthening teaching and learning.



Digital Learning



PowerSchool also provides a single comprehensive data source for numerous software systems that previously were needed to manage student information – from initial enrollment through high school graduation. By coordinating reporting for migrant students, English learners, school nutrition, exceptional children, and homeless students, PowerSchool now provides a “one stop shop” for data related to all students. NCDPI has realized cost savings as a result by reducing the maintenance and support of otherwise redundant systems.

While PowerSchool is a powerful utility for digital learning and many of the early challenges in launching Home Base and PowerSchool have been overcome, the most exciting and dynamic teaching and learning tools are just beginning to come into their own. These tools currently include Schoolnet and Canvas, instructional improvement systems that help teachers

both strengthen and simplify their work. The Home Base suite also includes the application Truenorthlogic for supporting professional development and educator evaluations.

NCDPI leaders are working alongside representatives of local school districts and staff from the Friday Institute at NC State University to consider how Home Base can be improved and enhanced in a “Home Base 2.0” initiative. Funds from the 2016 General Assembly earmarked for the Digital Learning Initiative are enabling this work to move forward into 2018.

North Carolina’s goal is to provide digital learning resources for every classroom, every teacher and every student so that learning can be customized and matched to student and classroom needs. As paper textbooks become less critical, digital learning resources increase in importance.

CTE Credentials Earned

2016 140,097
2015 130,000
2011 25,000

% of Students Scoring UNC Minimum on ACT (17)

2015 59.7%
2014 58.5%

Number of AP Exams

2015 120,000
2011 80,000

NC Virtual Public School 2015-16

58,000+
Enrollments



Momentum: North Carolina Public Schools Move from 20th Century to Digital-Age Models

Traditional Instructional Model

Digital-Age Learning Model*

Advancement based on time

- Credit by Demonstrated Mastery is now available to middle school students at local school district discretion and is required for all interested/qualified high school students. Students demonstrate mastery through standard examination and an artifact, which requires the student to apply knowledge and skills relevant to the content standards that ensure deep understanding of the course.

Competency mastery

- Students are able to earn industry-accepted credentials through examinations that test knowledge and skills and can include performance demonstration.
- Teachers are able to earn badges to demonstrate expertise in a specific topic.

Fixed places and times for learning

- The NC Virtual Public School (NCVPS) is a public program available to supplement middle and high school course offerings. It provides “24/7” learning for students with licensed teachers who facilitate learning through pre-assessment, notes, video/animation, practice and mastery opportunities. NCVPS is the 2nd largest virtual public school in the country, manages more than

Anywhere and anytime learning

- 50,000 full-credit enrollments annually and continues to grow. NCVPS also is available to non-public school students.
- NC public school teachers may benefit from online learning modules that address professional teaching standards as well as content standards. Some courses are independent studies while others are facilitated by instructors.

One-size instruction

- Early college high schools offer first-generation college students an opportunity to earn both a high school diploma and significant college credit/credentials/associate’s degree during a five-year program located on a higher education campus. There are approximately 80 schools across the state, with the number growing each year. About one-half of early college high schools post 100 percent graduation rates and about one-third of the students graduate with an associate’s degree or 30 hours of transferable college credit.

Personalized learning

- The Career and College Promise offers qualified traditional high school students an opportunity to take college courses on college campuses or online. The courses are designed in pathways that lead students to Career and Technical Education credentials or programs of study resulting in an associate’s or bachelor’s degree.
- Schoolnet (within Home Base) allows teachers to use formative assessment tools to diagnose a student’s mastery of the content and identify instructional resources to meet student learning needs.

* Adapted from *Digital Learning Plan*, Friday Institute, 2014

Teacher-centered instruction

- MClass Reading 3D (R3D) is a diagnostic reading assessment system that allows teachers to benchmark and monitor student learning to ensure that they are making progress on reading standards. R3D provides instant reports and reading strategies to meet individual learning needs. The system also provides reports to parents so that they can monitor their child's progress and provide assistance at home.
- The Truenorthlogic system for teacher evaluation allows teachers to access modules for professional development based on the teacher's strengths and areas for improvement.

Student-centered instruction

- By using EVAAS data, teachers can determine which students are not making sufficient growth in reading and mathematics. Teachers also can access instructional strategies in the system.
- Using the same EVAAS system, principals can determine which teachers are not impacting student growth positively. With these data, the principal can provide the teacher with assistance and professional development matched to his or her need.
- In the flipped classroom, students listen or view the lecture/classroom explanation at home. During class time, students practice using the concepts they have learned through viewing the lectures at home.

Printed, static text

- Home Base offers teachers digital content in reading, mathematics, science, social studies, and Career and Technical Education.

Digital content

- Schools use Discovery, PBS, NC Wise Owl and other sources for up-to-date instructional resources.

End-of-course standardized assessments

- Home Base provides digital formative assessment systems to assist teachers in determining student achievement during the

Assessments integrated into learning

learning process so the teacher can adjust the instructional program for the student.

Limited parent information

- Home Base offers parents a portal into their children's school records. Parents may view attendance, assignments, grades,

Parent portal

discipline reports, etc.

Academics in isolation

- Project-based learning is taking hold across North Carolina.
- STEM schools are focusing on the grand engineering challenges as one design model.

Project-based

- STEM schools are being recognized for progress and achievement.
- Global education initiatives are expanding across the state in partnership with VIF, Go Global NC, and World View.

Educators Make The Difference

Strong public schools depend on many things – rigorous learning standards, high quality instructional materials, effective digital technology, and appropriate student assessments to gauge progress and identify learning needs. None of these, however, replaces the essential need for quality teachers, principals and other education personnel to work with students.

Supporting quality educators is a key priority in continuing to strengthen North Carolina's public schools. Over the past few years, the number of educators and instructional support personnel employed in public schools has declined even as the number of students enrolled has continued to increase.

Even at current numbers, personnel costs in the state's public schools are a significant investment, accounting for nearly 94 percent of the public school fund.

Teacher pay has inched up in dollar amounts and also in national rankings since the 2008-09 recession and averaged \$47,931 in 2015-16. That is about \$9,500 lower than the national average teacher pay. North Carolina's pay ranked 42nd in the nation in 2014-15, the last year for which national rankings are available. North Carolina has discontinued master's degree pay for teachers who had not earned this credential by Aug. 1, 2013, but a pay boost of 12 percent is still in place for teachers who earn National Board of Professional Teaching Standards certification.

In 2015-16, about 9 percent of North Carolina teachers were counted as leaving employment in the state's public schools. The "2015-16 State of the Teaching Profession in North Carolina" report (<http://www.ncpublicschools.org/educatoreffectiveness/surveys/leaving/>) provides a more detailed analysis of shifts in the state's teaching force than the annual teacher turnover report that it replaced. Instead of a single "turnover" percentage combining attrition from North Carolina classrooms with departures from one school district to another in the state, the new report separated "attrition" from teaching jobs in the state from "mobility," a measure the report defines as the loss of teachers from one district to another or to a charter school. For any given school district, the combined effect of attrition from public school employment and the mobility

**Quality
Personnel**



of teachers across districts is a loss of classroom personnel requiring replacement teachers – from other districts, other states or from the pool of new teacher graduates.

Among the reports key findings:

- Most teachers who left employment in North Carolina's public schools (53.3 percent) cited “personal reasons” for their decision. Within that category, retirement with full benefits and family relocation were the largest individual reasons (19.8 percent and 12.6 percent, respectively).
- The attrition rate for beginning teachers (less than three years of service) is substantially higher than the attrition rate for those not counted as beginning teachers – 12.78 percent vs. 8.19 percent.
- Based on reporting from 100 of North Carolina's 115 school districts, the five hardest-to-fill license areas are math (middle and high school), exceptional children's education – general curriculum, and science (middle and high school).

Total attrition from the state's 115 school districts (attrition plus mobility) ranged from 35.02 percent in Halifax County to 5.26 percent in Avery County.

Teacher attrition analyzed according to effectiveness, as measured by evaluations and gains in student test scores, showed that, on average, teachers who leave employment with the state have lower teaching effectiveness than their counterparts who remain employed in the state's public schools. About 70 percent of the state's evaluated teachers have a growth rating.

North Carolina needs a comprehensive teacher compensation plan — one that has competitive salaries as a strong base. Without that foundation, any differentiation approach is doomed to failure, as history has proven. Ideally, a strong foundation of competitive salaries, extra pay for extra instructional support and leadership can be layered with bonuses for serving in struggling schools and teaching in hard-to-staff teaching fields.

Adults:Students Ratios Changing Over Time

	Total School Personnel	Students Average Daily Membership	ADM/Personnel
2015-16	173,362	1,537,643	8.87
2014-15	175,287	1,520,305	8.67
2013-14	176,442	1,509,985	8.56

While pay and supply and demand concerns about teachers capture headlines, North Carolina's principal corps supply and demand also raises concerns. North Carolina ranks at the bottom nationally in principal pay. Pay for school principals and assistant principals has lagged for a variety of reasons. Previously, the salary schedule for administrators was aligned to the teacher salary schedule, but those linkages were severed and other adjustments made over time. The end result is that the principals/assistant principal pay is no longer as competitive when compared with master teachers' pay. The current pay structure can be a disincentive for prospective assistant principals or principals. Today, it takes 10 years of experience to move up from the bottom step of the assistant principal scale and 36 years to reach top of the scale. For principals, it takes between 13 and 23 years to advance from the beginning salary step.

The average state base pay for principals has decreased by \$6,835 since 2008-09 and is now at \$62,633. For assistant principals, the average base pay is \$50,528, a slight increase from 2010 as a result of a special provision that guaranteed no loss of pay for assistant principals who move into that role from a teacher position.

North Carolina is being myopic if it does not address education recruitment. The state needs to establish a comprehensive education scholarship program that addresses current and future demand and attracts the brightest and most dedicated people to the profession.

Addressing pay for teachers, assistant principals and principals remains critical as North Carolina moves forward.

Public Schools At a Glance

SCHOOLS

Number of Administrative Units (2015-16)

County Units	100	87.0%
City Units	15	13.0%
TOTAL	115	

Number of Public Schools (2015-16)

Elementary (Grades PK-8)	1,845	71.2%
Secondary (Grades 9-12)	415	16.0%
Secondary (Grades 9-13 Early College)	80	3.1%
Combined	93	3.6%
Charter Schools	159	6.1%
TOTAL SCHOOLS (Public & Charter)	2,592	

PERSONNEL

Public School Full-Time Personnel (Fall 2015)

	PUBLIC	CHARTER	TOTAL
State Funded	132,079	7,156	139,235
Federal Funded	12,614	374	12,988
Local Funded	28,669	171	28,840
TOTAL	173,362	7,701	181,063

STUDENTS

Average Daily Membership (FY 2015-16)

	PUBLIC	CHARTER
Grades K-8	1,008,419	64,540
Grades 9-12	451,433	13,251
TOTAL	1,459,852	77,791

High School Graduates' Intentions (2013-14)

Enroll in Four-Year Institutions	42,762	44.1%
Enroll in Two-Year Institutions	36,598	37.7%
Enroll in Other Schools	1,288	1.3%
Military Service	4,570	4.7%
Employment	9,170	9.5%
All Others	2,646	2.7%
TOTAL	97,034	

FY 2017-19 State Board of Education (SBE) Expansion Budget Request Funding Priorities

This request outlines expansion items totaling 2% of the Public School's budget, as directed by the Office of the State Budget and Management.

Enhancing the Classroom Experience for Teachers and Students

Instructional Supplies	\$ 10.0
School Building Tech Support	20.0
UERS	4.5
Home Base Content	1.0
Textbooks/Digital Learning	10.0
Child Nutrition	10.0
Children with Special Needs	8.0
District and School Transformation	2.5
CTE Certifications	2.3
Cooperative and Innovative High Schools	.05
NC Check-Ins (<i>was Interim Assessments</i>)	0.8
NC Procurement Alliance	0.1
	\$69.7 million

Adding More Talented Members to the Team

Teacher Assistants	\$ 12.0
Assistant Principals	26.9
Instructional Support	27.8
Nurses	10.0
Child and Family Support Teams	1.0
Troops to Teachers (<i>new request</i>)	.02
	\$77.9 million

Enhancing the Skills of the Team

Professional Development (<i>gen</i>)*	\$ 10.0
Behavioral Support Services	2.0
Professional Development (<i>HB</i>)	6.5
Recruitment and Retention	1.0
<i>*Professional Development offered by DPI enables school districts to obtain high quality training and it enables all schools and teachers to have access to the same training. By withholding 5% of the general Professional Development funds to public schools (\$500k), DPI can assure that dual language immersion, global education, standard course of study training, and curriculum specific training is available to all North Carolina teachers.</i>	\$19.5 million

Supporting for Results

DPI Expansion	\$ 2.9
Residential School Expansion	2.2
Licensure Renewals (<i>new request</i>)	0.8
	\$5.9 million
TOTAL (<i>does not include pay increases</i>)	\$173.0 million

FY 2017-19 State Board of Education (SBE) Expansion Budget Request Funding Priorities

This list is more comprehensive and extends beyond the 2% limit directed by the Office of the State Budget and Management.

Paying our Talented Team

Teachers (1%)	\$ 54.0
School Building Admin (1%)	3.2
Others (1%)	12.0

Listed is the cost to increase the pay of public school employees by 1%. The letter that goes with the Expansion Budget request to the Governor will support a sizable raise and a tiered Comprehensive Teacher Compensation System (as the SBE has previously requested to pay NC teachers the highest average salary in the Southeast).

\$69.2 million

Enhancing the Classroom Experience for Teachers and Students

Instructional Supplies	\$ 46.9
School Building Tech Support	84.6
UERS	6.5
Home Base Content	6.0
Textbooks/Digital Learning	48.0
Child Nutrition	20.0
Children with Special Needs	110.0
District and School Transformation	15.1
CTE Certifications	2.7
Cooperative and Innovative High Schools	4.0
NC Check-Ins (was Interim Assessments)	0.8
NC Procurement Alliance	0.1

\$344.7 million

Investing in What Works

Make Pre-K a Part of Public Schools and Expand Funding

Since funding for Pre-K is in DHHS's Budget, we will not be including any amounts in the State Board's Expansion Budget request. This item will be included in the letter that goes with the Expansion Budget request.

Adding More Talented Members to the Team

Teacher Assistants	\$ 61.8
Assistant Principals	33.7
Instructional Support	34.8
Nurses	11.5
Child and Family Support Teams	1.3
Troops to Teachers (new request)	.2

\$143.3 million

Enhancing the Skills of the Team

Professional Development (gen)*	\$ 12.5
Behavioral Support Services	4.0
Professional Development (HB)	12.0
Recruitment and Retention	1.0

* Professional Development offered by DPI enables school districts to obtain high quality training and it enables all schools and teachers to have access to the same training. By withholding 5% of the general Professional Development funds to public schools (\$625k), DPI can assure that dual language immersion, global education, standard course of study training, and curriculum specific training is available to all North Carolina teachers.

\$29.5 million

Supporting for Results

DPI Expansion	\$ 11.4
Residential School Expansion	4.9
Licensure Renewals (new request)	0.8

\$17.1 million

TOTAL (does not include pay increases)

\$534.6 million



PUBLIC SCHOOLS OF NORTH CAROLINA

State Board of Education | Department of Public Instruction

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G.S.115C-21. Administrative duties of the State Superintendent of Public Instruction...

(3) To report biennially to the Governor 30 days prior to each regular session of the General Assembly, such report to include information and statistics of the public schools, with recommendations for their improvement and for changes in the school law.

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